VICTORIA DOCK PRIMARY SCHOOL

SEN Information

Local Offer Information

Working together for your children

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At Victoria Dock we endeavour to provide enriched educational experiences that are relevant and meaningful for every child.

Definition of Special Educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice 2014)

Definition of Disability

"A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-today activities"

(Equality Act of 2010)

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

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1. What kinds of Special Educational Needs are supported At Victoria Dock?

Victoria Dock Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and autism spectrum disorder (ASD)

2. Cognition and Learning, including moderate Learning Difficulties (MLD), severe learning difficulties (SLD), specific learning difficulties (SpLD), including Dyslexia and profound and multiple learning difficulties (PMLD).

3. Social, emotional and mental health, including attention deficit hyperactivity disorder (ADHD), as well as other difficulties that are rooted in mental health.

4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and Multi-Sensory Impairment (MSI).

Victoria Dock Primary School has direct experience of supporting children with all the above, except for Profound and multiple learning disabilities. We will invest time and training to ensure that we can offer the appropriate support to any child in our care.

2. How do we identify and assess pupils with SEN?

Victoria Dock primary school regular monitor and assess the progress and achievements of all pupils within the school. To further inform the identification of Special Educational Needs School staff will use:

a) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing, CAT testing or EYFS in primary schools.

b) Victoria Dock Primary uses the 2021 statutory EYFS framework to assess and formulate an overview of each child's strengths and needs.

c) Mental Health and Wellbeing questionnaires are taken with pupils each term to identify any areas of concern.
Continuous review of safeguarding and behaviour monitoring systems which may indicate a difficulty in Social Emotional or Mental Health or Communication and Interaction difficulties.
d) Targeted assessments completed with pupils with suspected special educational needs on entry to the school.

e) Pupils being identified as working below age related expectation will be assessed through a range of alternative assessment tools which breaks their curriculum down in smaller steps allowing progress to be evaluated. These may include PIVATS, Connect First, Curriculum Progression Toolkit or Numicon.

f) Pupils who do not make expected progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, CAMHs, City Outreach Services and Speech and Language Therapy Services.

All teachers are encouraged to raise concerns with the SENCo regarding the performance of pupil who they suspect of having special educational needs. Once the teacher has delivered personalised learning through the delivery of Quality First Teaching. Staff are encouraged to discuss concerns with parents and the SENCO and this can be recorded on the schools SEN concern form. Concerns may be for any of the four areas of need or a subject specific need..

Following additional assessment and in discussion with the SENCO it may be appropriate for a pupil to receive additional support or intervention to overcome their barriers to learning. At this time, after a discussion with parents, the pupil will be placed on the schools Special Educational Needs Register.

If parents wish to raise a concern about their child relating to SEN they should talk to the child's class teacher in the first instance.

3. Overview of Victoria Docks approach to supporting Pupils with SEND.

The policies in this section apply to all pupils with SEN, whether or not they have an Education Health and Care Plans.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Quality First personalised learning led by the class teacher will be ensured throughout the day. This may include:

- In class support, through careful grouping and the teacher or a teaching assistant supporting the children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of pupils- this will be planned for carefully by the class teacher.
- Visual supports such as job lists or writing frames.
- Adapted tasks and instructions.

However, sometimes additional support above and beyond is needed. Some of the interventions used at
Victoria Dock Primary are:

Cognition and Learning

- Read Write Inc – 1-1 Fast track tutoring.
- Words First (Sight based reading intervention)
- Numicon (Multi-sensory maths support)
- Precision Teaching (A skill acquisition-based intervention)

- Access to small group withdrawal provision for literacy and maths

Sensory and Physical

- Warwickshire Fine Motor Handwriting Programme
- Sensory Circuits
- Sensory Regulation intervention

Communication and Interaction

- Speech and Language Intervention (as directed by Speech and language Therapist)
- Friendship Group (supporting social aspects of learning)
- Intensive interaction (An approach to develop early communication skills)
- Transporters programme (Working on recognising and identifying emotions)

Social, Emotional and Mental Health

- ELSA (Time spent with a trained Emotional Literacy Support Assistant - see below)
- Emotional Wellbeing check ins
- Break out spaces
- Personalised 'Calm areas'
- Visual supports such as emotion boards
- Personalised support plans
- Resilience Framework
- Targeted support within OPAL play activities

The school closely monitors the provision for pupils with special educational needs. This will be reviewed termly by class teachers in consultation with parents, the SENCo, outside agencies, and (when appropriate) the pupils themselves. The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. This involves monitoring of lessons, safeguarding and behaviour monitoring systems, looking at books and work, and, where appropriate, more formal methods of assessment such as written tests. At this stage teachers in discussion with parents and the SENCO will need to consider whether teaching, support or targeted intervention need to be modified in order to enable pupils to 'close the gap' with their peers.

In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

Attendance data is analysed for pupils with SEN and where concerns are raised, appropriate action is taken to investigate and support provided when needed.

4. How do Victoria Dock involve other people or agencies to support the school to meet the needs of a child?

Where the school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. A full list and links to appropriate organisations can be found on the Hull Authority Local offer website. Home – Hull SEND Local Offer

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Social Emotional Mental Health

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

5. How do Victoria Dock support the emotional and social development of their pupils?

All pupils at Victoria Dock take part in the Jigsaw Primary PHSE programme with a class teacher within their phase of the school from EYFS to Year 6. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, regular check-ins with trusted key staff to ensure that pupils feel safe and supported. Additional provision is available as it may be required.

In addition for those pupils who require more intense support the ELSA programme is designed to give students the chance to build and maintain better relationships and help staff to understand your child's needs. They may work on a 1:1 basis or in a small group. Our menu of support includes social skills,

friendship skills, managing emotions, self-esteem and an opportunity to understand themselves in more detail. Students will receive a bespoke package from a trained ELSA, which will aim to make an impact on children's emotional wellbeing.

6. Contact details of the SEN Co-ordinator

The SEN Co-ordinator is Mrs L Taylor

Contact telephone number 01482 598200

Email: admin@victoriadock.hull.sch.uk

7. What expertise and training do staff at Victoria Dock have in relation to SEND?

Victoria Dock Primary has a policy of continuous professional development for all staff. This includes training in special educational needs. Staff receive training 'in house' and from outside agencies where appropriate. This will be determined by the needs of the pupils currently attending the school. Victoria Dock Primary are committed to accessing training to ensure that they can meet the needs of all pupils. Ongoing records of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs are kept by the school. Recently training has been delivered to school staff on a range of topics including:

- Developing Resilience in Children
- Team Teach
- Quality First teaching
- The Graduated Approach
- Identifying SEND
- Tourette's Syndrome
- Adverse Childhood Trauma
- ADHD
- Dyslexia
- Solihull – Child Development
- Supporting Working Memory

In addition, some staff have additional training and qualifications:

Mrs L Taylor (SENCO) – PG Cert, BA Special Education Autism (Children), National Award for SENCOs, Certificate of competence in Educational testing, SCERTS, TEACCH, Intensive interaction, PECS, Advanced Senior Mental Health Lead.

Mrs N Cox – NPQ SENCO, SCERTS, Sensory Champions, Numicon supporting complex needs
Mrs J Uney – National Award for SENCOs, Certificate of competence in Educational testing, Attention Autism, SCERTS, Numicon supporting complex needs
Mrs V Gough – ELSA, PECS, Intensive Interaction
Mrs D Hagger – ELSA

Mr D Walster - Mental Health First Aider

Miss J Joyce – Mental Health First Aider

Miss N Leach – Mental Health First Aider

8. Which other services may be involved in supporting the school in relation to a child's SEND?

At times it may be appropriate for the school to seek advice, support and training form a range of outside professionals. These may include:

- Speech and Language Therapy Services
- Early Years Inclusion Team
- IPaSS
- Hull CC outreach teams
- CAMHS
- Applied Psychologies
- Hull City Council Psychological Service
- Humber Sensory Processing Team

9. How are adaptations made to the curriculum and learning environment to support children and young people with Special Educational Needs?

The needs of pupils with SEND are taken into account when planning the layout of the classroom and access to any additional spaces within the school. Where necessary, following advice from outside professionals, the school may provide an adapted curriculum personalised the child, to ensure that they are able to access high quality educational opportunities based on their learning needs.

A pupil's need for equipment and facilities to access the school environment is individually assessed. Funding for the purchase of equipment may be provided by the school or requested from other appropriate agencies.

The school's accessibility plan which details how the school plans to continue to improve access to the curriculum, environment and information can be found here: https://victoriadockschool.org.uk/wp-content/uploads/2022/01/Accessibility-Policy.pdf

10. How are children with SEND Supported to engage in activities available to those learners who do not have SEND?

Lunchtime provision - for some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.

A variety of inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example school productions and clubs. Additional support staff are made available if required to ensure that all pupils can access these opportunities.

11. How will the school liaise with parents of children with Special Educational Needs?

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss the needs of their child with the class teacher in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

After this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways: -

a) Liaison with the class teacher informally.

b) Termly parents evenings with the class teacher when advice and support in helping their child at home can also be given and the SENCo will be available.

c) Termly written report

d) In addition, for pupils with EHC plans, there will be an annual review of progress and provision.

Each term a parents, coffee morning will be held in school. This provides an informal chance for parents to meet each other and the schools senior leadership team. These events may also be used to gather parent views or provide training.

12. How will the school include children with Special Educational Needs in discussing their education?

All children, regardless of need, are able to apply to be a member of the school council.

a) The pupil is involved (as is appropriate) at every stage of the assess, plan, do review process.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis.
- In some instances, the pupil might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.
- Pupils can also contribute through videos and photos or voice recordings if this is more accessible for the child.
- The views of pupils with SEN are sought on a regular basis through the use of questionnaires, informal discussions and play. Pupils are asked to contribute to their one page profiles where possible.

13. What can I do if I am not happy with the SEND provision at Victoria Dock?

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher. If a satisfactory conclusion still cannot be reached, then the school complaints policy should be followed. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

14. How will Victoria Dock support their pupils to transition between phases of education and to prepare for adult life?

Transition can be a very anxious time for parents and children alike and Victoria Dock are keen to make this time as easy as possible.

As a school, we follow the procedures in the Hull Transition Good Practice Guide Transition Document Version 2024-25 This includes details of transition for pupils from Nursery to Reception, Reception to Year 1, Year 6 to Secondary and EHCP Transition. We recognise that SEN pupils in our school may require additional support when moving from one year group to the next. This support may include:

- Social stories including change of classroom and teacher
- Videos showing new classroom/provision
- Meetings between previous teacher and new teacher
- Conversations with parents
- Meetings/conversations with any outreach services involved with the child
- Transition time spent with new teacher/in new classroom.
- Time with new teacher and SENCO to detail any specialist provision that is required
- Ensuring the pupil is familiar with social situations or spaces in school such as assemblies and playgrounds
- Training as required for new staff working with the child
- Bespoke visits to routine areas/day to day activities such as the toilets, break-times, walking to assembly, walking to the hall etc.
- Visits to the class during the Summer term accompanied by a member of staff who they are familiar with
- Records/paperwork passed on to the new class teacher
- School SEND Co-ordinator to liaise with the LA's Inclusion Team EY Team if applicable

In the summer term parents will be asked to review and update their child's one page profile to ensure the correct information is passed on. For children with complex SEND the new class teacher will contact the parent to discuss and agree an individual transition plan.

15. Information on where the local authority's offer is published Home – Hull SEND Local Offer